

Inspection of Randolph Beresford Early Years Centre

The Randolph Beresford Early Years Centre, Australia Road, London W12 7PH

Inspection date: 28 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this welcoming nursery. They are warmly greeted by the staff on arrival and receive lots of reassurance if they are upset. These positive interactions support children's emotional well-being and help them to develop strong attachments. Children generally demonstrate good behaviour and follow the nursery routines well. They learn to share and to be kind to others. The nursery is inclusive and welcomes staff and children from a diverse range of backgrounds. Children enjoy sharing their experiences from home and happily celebrate special events together. This helps them to understand and respect their similarities and differences.

Staff plan the activities carefully, with children's individual needs in mind. They have high expectations for all children. Leaders use additional funding effectively, to help children access the curriculum. For example, children are provided with special resources or one-to-one learning support. Children demonstrate positive attitudes to learning. They explore the vibrant indoor and outdoor areas with curiosity and confidence. Children spend extended periods building with construction toys. They develop their physical skills as they move and stack the blocks. Children make links with a familiar story as they explain they have created a house for 'Owl Babies'. They use their imaginations to describe the rooms and the characters who live there.

What does the early years setting do well and what does it need to do better?

- Leaders are reflective and successfully oversee continuous improvement. They have a clear vision for the nursery and how to enhance the outcomes for children. This includes effective supervision and ongoing training for staff. Staff describe strong teamwork and say that they feel supported and valued.
- The support for children's language and communication is a real strength. Staff successfully adapt their teaching and use a wide range of strategies, to promote children's speaking and listening skills. This helps all children, including those who speak English as an additional language and those with special educational needs and/or disabilities (SEND), to become confident communicators.
- Leaders and staff ensure that early interventions are in place, to promote children's welfare and give them a positive start to learning. This includes support from other professionals, where appropriate. As a result, all children, including those who receive funding and children with SEND, make rapid progress from their starting points.
- Children are supported with their early independence. For instance, they learn to wash their hands and eat with cutlery. However, staff do not always promote a wider range of personal skills for children who are older or most able. For instance, they do not encourage children to wipe their own noses or serve

themselves at mealtimes. Therefore, children do not always acquire skills that they are capable of.

- In general, routines are well organised and support children's care and learning effectively. However, occasionally too many staff are engaged in activities and chores away from the main nursery rooms. The remaining staff are left to supervise children over large areas of the nursery. Consequently, although they are alert to keeping children safe, they are unable to support their play as effectively.
- Staff have a consistently calm and gentle approach with the children. They give clear and consistent explanations to help them understand the rules and boundaries. Where children struggle to regulate their emotions, staff support them to recognise their feelings and find positive ways to express themselves. Therefore, children learn to behave well and play harmoniously together.
- Children thoroughly enjoy their play and focus well on the activities that they choose. For example, children are fascinated as they see staff rolling and spinning hoops. They show high levels of perseverance as they learn how to master these skills.
- Leaders are aware of pressures on parents, such as rises in the cost of living, which may also impact on children's welfare. They actively promote local services, such as food charities and mental health support, to assist parents and help improve children's experiences outside of nursery.
- Partnerships with parents are effective. Staff work hard to engage parents in their children's learning. For instance, they share strategies to help parents support children's behaviour and language skills at home. Parents comment on the many ways that staff help them and their children. They speak of the 'amazing, caring staff' and say their children are safe and well cared for at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a thorough knowledge of safeguarding procedures. They know how to identify possible signs of abuse and to report concerns about children's welfare. Leaders understand their responsibility to protect children from harm. This includes the requirement to report any allegations or concerns about staff. They ensure staff have regular training, to keep their safeguarding knowledge up to date. Recruitment procedures are robust. This helps to ensure that staff are suitable to work with children. There are effective procedures and risk assessments in place, which help to provide a safe and secure learning environment for children.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- support staff to promote a wider range of personal care skills, especially for older and most-able children
- review and improve the deployment of staff, to provide consistent support for children's learning throughout the daily routines.

Setting details

Unique reference number	EY546838
Local authority	Hammersmith & Fulham
Inspection number	10278165
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 3
Total number of places	30
Number of children on roll	31
Name of registered person	Randolph Beresford Early Years Centre Governing Body
Registered person unique reference number	RP530137
Telephone number	0208 743 7339
Date of previous inspection	15 May 2019

Information about this early years setting

Randolph Beresford Early Years Centre registered in 2017. It operates from 'under threes' room' within the nursery school site. The nursery is situated in White City, in the London Borough of Hammersmith and Fulham. It is open from 8am until 6pm, each weekday for most of the year. Eight members of staff work with the children. Of these, six hold an early years qualification at level 6, level 3 or level 2. The nursery provides funded early education for children aged one to three years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The team leader showed the inspector around the nursery premises, she explained the curriculum and how the provision is organised.
- The inspector observed the quality of the education and considered the impact on children's learning. This included a joint observation with the team leader.
- Leaders met with the inspector to discuss leadership issues, such as staff recruitment, supervision and training. They ensured that relevant documents were available for the inspector to view.
- Parents, staff and children shared their views and experiences with the inspector, at appropriate times during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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